Welcome

DC Comprehensive Assessment System – Alternate (DC CAS-Alt)

Score Interpretation for DC CAS-Alt 2013-2014 for Families

September 2013

Objectives

Participants will be able to:

- Interpret, analyze, and discuss student data based on information in the Individual Student Report

- Explain how raw scores are determined

- Explain the Entry Score Chart

Individual Student Report (ISR)

STUDENT REPORT

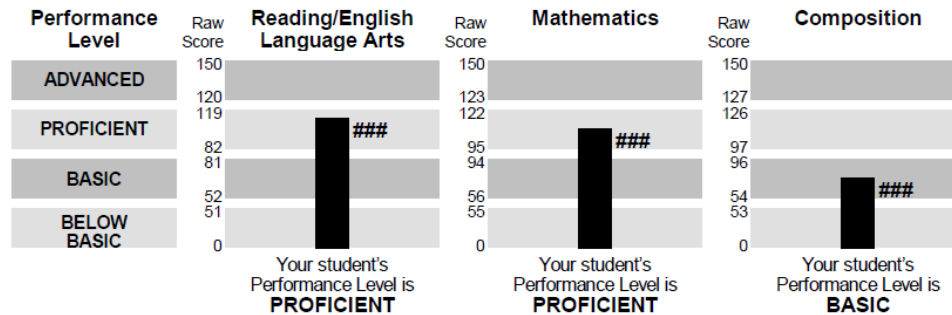## FIRSTNAMEXXXXXXXXXXXXXXXXX'S Performance on the Alternate Assessment

OSSE

Student Name: FIRSTNAMEXXXXXXXXXXXXXXXXX LASTNAMEXXXXXXXXXXXXXXXXXXX
Student ID: 1231231 Date of Birth: mm/dd/yyyy Grade: 4
School: SCHOOLNAMEXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

STUDENT'S PERFORMANCE LEVELS AND RAW SCORES BY PROFICIENCY CONTENT AREA

Performance Level	Reading/English Language Arts	Mathematics	Composition
ADVANCED	150 / 120 / 119	150 / 123 / 122	150 / 127 / 126
PROFICIENT	82 / 81	95 / 94	97 / 96
BASIC	52 / 51	56 / 55	54 / 53
BELOW BASIC	0	0	0

Reading/English Language Arts — ### — Your student's Performance Level is **PROFICIENT**

Mathematics — ### — Your student's Performance Level is **PROFICIENT**

Composition — ### — Your student's Performance Level is **BASIC**

	Learning Standard	Performance (##)[a]	Complexity (##)[a]	Supports (##)[a]	Code	Total
ELA Entry 1 *Language Development*	#.XXX-XX.##	##	##	##	##	##
ELA Entry 2 *Literary Text*	#.XXX.#	##	##	##	##	##
ELA Entry 3 *Informational Text*	#.XX-X.#	##	##	##	##	##
		Perform. Total: ##	LOC Total: ##	Supports Total: ##		###
Mathematics Entry 1 *Algebra I: Patterns, Relations, and Algebra*	#.XXX-XX.##	##	##	##	##	##
Mathematics Entry 2 *Algebra I: Data Analysis, Statistics and Probability*	#.XXX.#	##	##	##	##	##
Mathematics Entry 3 *Geometry*	#.XX-X.#	##	##	##	##	##
		Perform. Total: ##	LOC Total: ##	Supports Total: ##		###
Composition Entry 1 *CCSS Writing 9*	#.XXX-XX.##	##	##	##		##

Codes

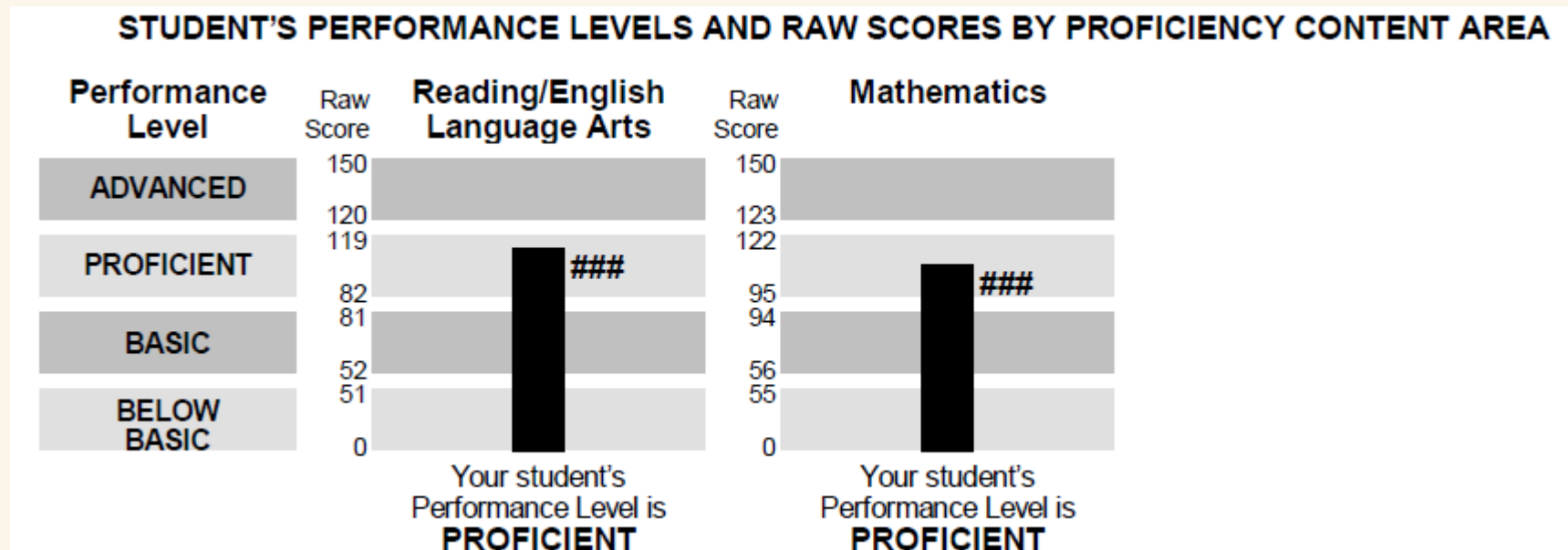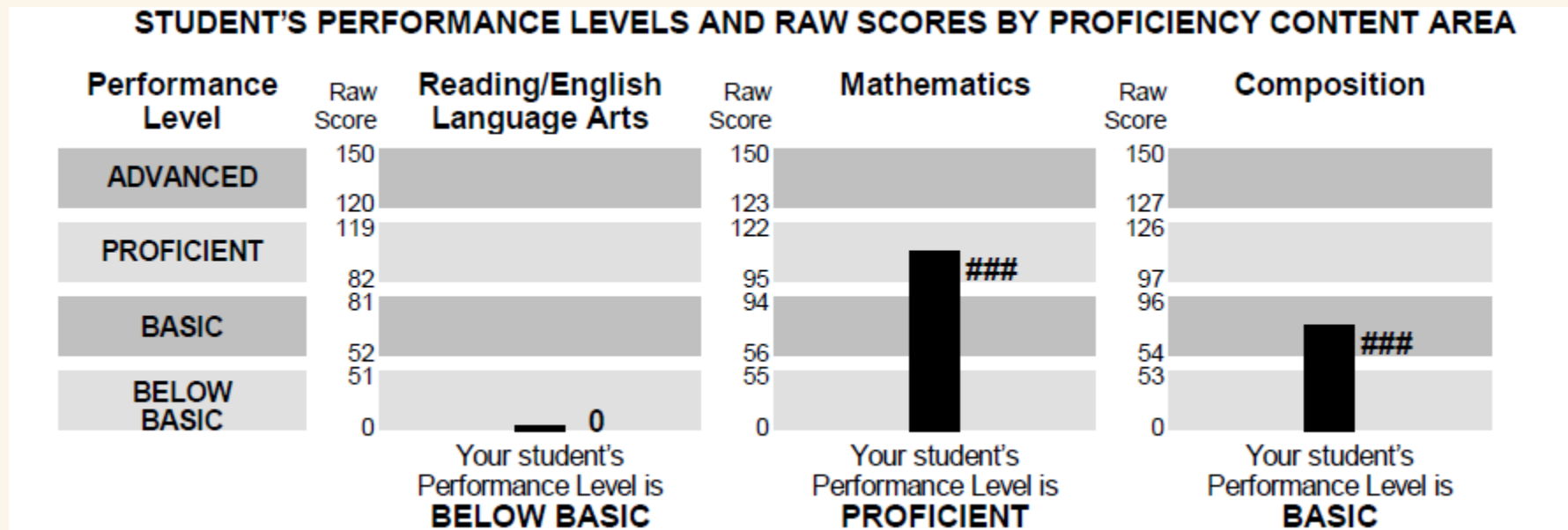| Code	Description
N1 =	Security Breach
N2 =	Missing Entry
N3 =	Insufficient Evidence (No Name and/or Date on the Data Chart or Student Work)
N4 =	Insufficient Evidence (Missing Entry Cover Sheet, Entry Cover Sheet Incomplete)
CA =	Missing/Incomplete Learner Characteristics Inventory
CB =	Wrong Performance Dimension Chosen
CC =	Standard Not on the Student's Identified Grade Level
CD =	Insufficient Data (No Data Chart, Not Enough Data Points on the Data Chart)
CE =	Insufficient Data (Not Enough Scorable Corroborating Evidence)
CF =	Insufficient Data (Not Graded, Grades Do Not Match, Dates Do Not Match, Work Sample Does Not Support Data Chart)
CG =	Strand Used More Than Once
CH =	Standard Not One of the Possible Standards
CI =	Student Work Does Not Match Targeted Skill and/or Does Not Match the Strand and Standard
CJ =	Missing Activity Description Sheet
CK =	Baseline Over 50%
X =	Student Did Not Test in This Area

Chart: Student's Performance Levels and Raw Scores by Proficiency Content Area

For Grades 3 and 6

STUDENT'S PERFORMANCE LEVELS AND RAW SCORES BY PROFICIENCY CONTENT AREA

Performance Level	Raw Score	Reading/English Language Arts	Raw Score	Mathematics
ADVANCED	150 / 120		150 / 123	
PROFICIENT	119 / 82	###	122 / 95	###
BASIC	81 / 52		94 / 56	
BELOW BASIC	51 / 0		55 / 0	

Your student's Performance Level is **PROFICIENT**

Your student's Performance Level is **PROFICIENT**

Chart: Student's Performance Levels and Raw Scores by Proficiency Content Area

For Grades 4 and 7

Chart: Student's Performance Levels and Raw Scores by Proficiency Content Area
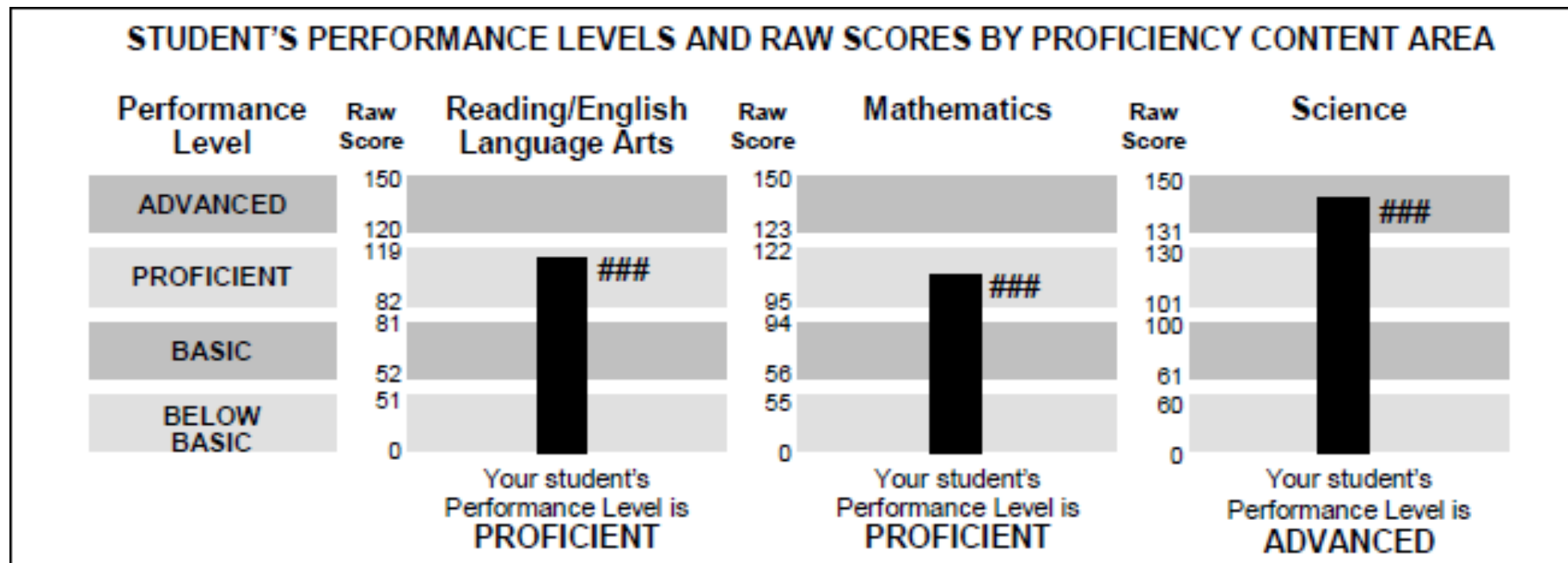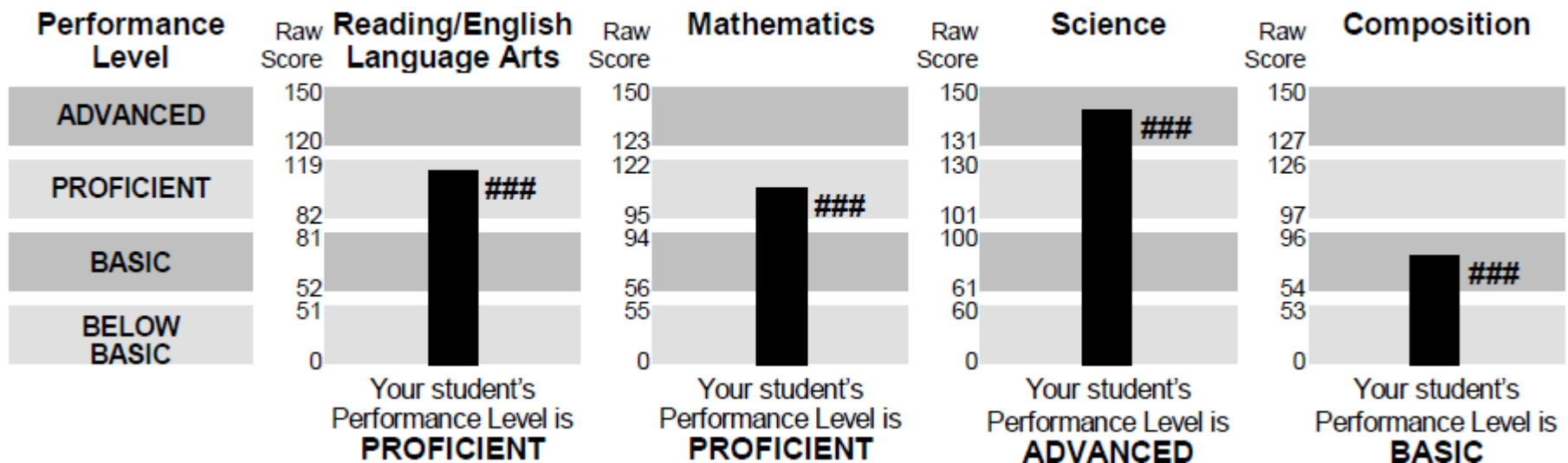
For Grades 5 and 8

Chart: Student's Performance Levels and Raw Scores by Proficiency Content Area

For Grade 10

STUDENT'S PERFORMANCE LEVELS AND RAW SCORES BY PROFICIENCY CONTENT AREA

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Performance Level Descriptor Definitions – Abbreviated

Performance Level	What the student can do	What task modifications are present
Advanced	Demonstrates observable understanding of the learning standard	Task may be reduced in difficulty
Proficient	Demonstrates observable understanding of the learning standard	Task may be reduced in difficulty and/or complexity
Basic	Demonstrates limited understanding of the learning standard	Task is reduced in difficulty and complexity
Below Basic	Demonstrates inaccurate or limited knowledge of the learning standard	Task is reduced in difficulty and complexity

Raw Score Ranges for Proficiency Rates: Grade 5

Range	ELA	Math	Science
Advanced	120 - 150	123 - 150	131 - 150
Proficient	82 - 119	95 - 122	101 - 130
Basic	52 - 81	56 - 94	61 - 100
Below Basic	0 - 51	0 - 55	0 - 60

Raw score ranges have been determined through a standard setting procedure.

How Raw Scores are Determined

- Scorers assign separate scores of 1 through 5 according to clearly defined scoring criteria for Performance, Complexity, and Supports
  - Score 1: no or limited demonstration of the task
  - Score 5: complete and detailed demonstration of the task

- TWO scorers independently assess each portfolio entry

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Scoring Rubric for ELA, Mathematics, and Science

Performance	Targeted skill is not clearly linked to the grade-level learning standard. OR baseline begins over 50%	Student performance of the targeted skill is primarily inaccurate.	Student performance of the targeted skill is limited or inconsistent.	Student performance of the targeted skill is mostly accurate.	Student performance of the targeted skill is accurate and consistent.
Attainment		(0 – 40% accurate)	(41 – 74% accurate)	(75 – 89% accurate)	(90 – 100% accurate)
Progress (% points above baseline)		0 -9%	10 – 24%	25 –49%	50% & over

Level of Complexity	Entry reflects no basis in the DCPS grade-level learning standards in this strand.	Student is working on "access skills" only within grade-level standard based instruction in this strand.	Student work reflects that grade level expectations have been **modified to a lower cognitive demand** for the student in this strand.	Student work reflects part of the cognitive demand of the grade level expectation in this strand.	Student work reflects the same cognitive demand as the grade level expectation in this strand (may reflect a different level of complexity/ difficulty).
Supports	No evidence of materials or adaptations that link to the student's learning profile	Materials and adaptations reflect the student's learning profile, but activities and/or materials are not age-appropriate	Age appropriate materials and adaptations reflect the student's learning profile, **but are not** clearly linked to the demonstration of the targeted skill	Age appropriate materials and adaptations are clearly linked to the student's learning profile **and the** demonstration of the targeted skill, but not to grade level learning standards	Age appropriate materials and adaptations are clearly linked to the student's learning profile, the demonstration of the targeted skill **and the** grade-level learning standards

How Raw Scores are Determined (continued)

- Scores from each scorer are combined and totaled for each separate dimension

- Scores for Performance and Complexity are counted twice (double weight)

- Scores for Supports are counted once (single weight)

Subject	Number of Entries Required	Dimension	Scores of Two Readers
English Language Arts	3	Performance	Add & Double
		Level of Complexity	Add & Double
		Supports	Add
Mathematics	3	Performance	Add & Double
		Level of Complexity	Add & Double
		Supports	Add
Science	3	Performance	Add & Double
		Level of Complexity	Add & Double
		Supports	Add
Composition	1	Performance	Add & Double
		Level of Complexity	Add & Double
		Supports	Add

How Raw Scores are Determined (continued)

- Scores for all three entries within ELA, Mathematics, and Science are combined to determine the raw score.

- The total raw score is used to determine the Proficiency Level.

	Learning Standard	Performance (20)[a]	Complexity (20)[a]	Supports (10)*	Code	Total
ELA Entry 1 *Language Development*	4.LD-V.13	18	12	10		40
ELA Entry 2 *Informational Text*	4.IT-E.2	12	12	10		34
ELA Entry 3 *Literary Text*	4.LT-P.8	14	14	10		38
		Perform. Total: 44	LOC Total: 38	Supports Total: 30		112

Explanation of Entry Score Chart

Entries	Lists the content area and required strand
Learning Standard	Lists the alpha-numeric code of the learning standard
Performance	Lists the weighted raw score for Performance
Complexity	Lists the weighted raw score for Complexity
Supports	Lists the raw score for Supports
Codes	Matches information in the Codes box on the ISR
Total	Raw Score totals for each entry

	Learning Standard	Performance (##)[a]	Complexity (##)[a]	Supports (##)[a]	Code	Total
Mathematics Entry 1 *Number Sense and Operations*	#.XXX-XX.##	##	##	##	##	##
Mathematics Entry 2 *Patterns, Relations, and Algebra*	#.XXX.#	##	##	##	##	##
Mathematics Entry 3 *Geometry*	#.XX-X.#	##	##	##	##	##
		Perform. Total: ##	LOC Total: ##	Supports Total: ##		###

Condition Codes

- Specific conditions may have been present in a portfolio entry that prevented full scoring; in those cases a corresponding code was assigned.

- The key for code designations is in the box on the right side of the ISR.

- Having even one entry of three in a content area receive a condition code has a significant adverse effect on the raw score for the content area. Condition codes reduce the overall proficiency level of portfolio entry.

For more information

Local Contacts:

Your student's classroom teacher

The DC CAS-Alt Coordinator at your student's school

OSSE Contacts:

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Washington DC CAS-Alt   **Ext. 216594**

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